



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Michael Diffin **Lesson #:** 6 **Facet:** Explanation

Grade Level: 9-Diploma **Numbers of Days:** 5

Topic: WWII

PART I:

Objectives

Students will understand that WWII had specific impacts on political processes and developments.

Students will know Giulino di Mezzagra, Potsdam conference, Japanese instrument of surrender, German instrument of surrender, and we will begin talking about the cold war. As well as the rest of the previous knowledge and work accumulated during the unit.

Students will be able to demonstrate political processes of different nations after WWII as well as go in depth about multiple events in the war.

Product: iMovie

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

Rationale:

The students will know the end of the war and the as an impact of major enduring themes, and historic influences in the United States and world history.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

The students will use the an exit ticket as their checking for understanding at the end of the

lesson. After the projects have been presented the exit ticket will be to turn in a set of questions for each presentation in which they are supposed to gain the necessary information from all of them.

Section II – timely feedback for products (self, peer, teacher)

The students will self and peer assess via a rubric that the teacher will use to formally grade it. The teacher will return the graded rubric the following class.

Summative (Assessment of Learning):

iMovie: Students will use a video to do a newscast about how events and changes in the world affected world views. You are a newscaster for CNN and the chance to do a memorial for an event in the war arises. Your production staff tells you that you have to do a newscast about either an event in the war or series of events that took place in the war. The production staff also wants you to make a connection from the war to something from the modern era. There are three things that need to be covered in the newscast: How this event changed the war and the world's response to it? How was the community that it affected changed/can you relate to them? How were political developments affected by this event? The newscast should encompass information from primary and secondary documents as well as graphics you have created and some from the events themselves. 350 points

Integration

Technology: The technology integration will come in the form of an iMovie where they will communicate the major events of WWII collectively as a class.

Content Areas:

English: This lesson incorporates English into several of the parts including the iMovie, the KWS, the give one get one, and the short speech. All of these parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

The graphic organizer used will be a KWS chart so that they can see what they have learned from this lesson and both I and they will know what they still want to learn about. Students will also use the give one get one cooperative learning about certain things that we have learned throughout this unit

Section II – Groups and Roles for Product

The groupings will be during the give one get one activity where the students will work with a majority of the other students.

Differentiated Instruction

MI Strategies

Verbal: The iMovie will consist of a lot of writing and talking. There will also be writing in the graphic organizer and the give one get one.

Logic: The iMovie will need some computer knowledge.

Visual: The iMovie will consist of many movie clips and images.

Musical: There is an option of incorporating music into the iMovie. Kinesthetic: The students could be moving around as a part of their iMovie.

Intrapersonal: The iMovie can be done individually or in groups.

Interpersonal: The iMovie will be viewed by the whole class.

Naturalist: The iMovie can be shot outside.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

Extensions

Type II technology:

The technology integration will come in the form of an iMovie where they will communicate the major events of WWII collectively as a class.

Gifted Students:

The gifted students will have the full range of the iMovie to work in. They can get as detailed as they want.

Materials, Resources and Technology

laptops

projector

white board

markers

graphic organizer

worksheet for presentations

paper

Source for Lesson Plan and Research

<http://worldwariinewscast.weebly.com/>

WebQuest for the lesson

<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>
graphic organizer

<http://en.wikipedia.org/wiki/Giulino>
A province in Italy where Mussolini died.

http://en.wikipedia.org/wiki/Potsdam_Conference
Potsdam conference

http://en.wikipedia.org/wiki/Japanese_Instrument_of_Surrender
Japanese instrument of surrender

http://en.wikipedia.org/wiki/German_Instrument_of_Surrender
German instrument of surrender

<http://avalon.law.yale.edu/wwii/italy03.asp>
Italian instrument of surrender

<http://historicalinfo.wikispaces.com/>
The rest can be found on the resource page of the class wiki!

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day one: (80 minutes)

- Hook: Watch my student sample (5 minutes)
- Instructional period
- direct students to a WebQuest

Day two: (80 minutes)

- Meet with all students in the course of this class in order to see where they are all at. This class should equate to half of their research. (80 minutes)
- Students will work to complete their WebQuest task. (80 minutes)

Day three: (80 minutes)

- Meet with all students in the course of this class in order to see where they are all at. This class should equate to half of their research. (80 minutes)
- Students will work to complete their WebQuest task. (80 minutes)

Day four: (80 minutes)

- Meet with all students in the course of this class in order to see where they are all at. This class should equate to half of their research. (80 minutes)
- Students will work to complete their WebQuest task. (80 minutes)

Day five: (80 minutes)

- Presentations! (80 minutes)

Students will understand that WWII had specific impacts on political processes and developments. This has real life implications as it deals with the ends of the political situations and how they effected the ones to come. Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world. I will show the students the student sample that I did. **Where, Why, What, Hook, Tailors: Verbal**

Students will know Giulino di Mezzagra, Potsdam conference, Japanese instrument of surrender, German instrument of surrender, and we will begin talking about the cold war. As well as the rest of the previous knowledge and work accumulated during the unit. The graphic organizer used will be a KWL chart so that they can see what they have learned from this lesson and both I and they will know what they still want to learn about. Students will also use the give one get one cooperative learning about certain things that we have learned throughout this unit. The students will use the an exit ticket as their checking for understanding at the end of the lesson. After the projects have been presented the exit ticket will be to turn in a set of questions for each presentation in which they are supposed to gain the necessary information from all of them.

Equip, Explore, Rethink, Tailors: Verbal, Intrapersonal, Interpersonal

The graphic organizer used will be a KWS chart so that they can see what they have learned from this lesson and both I and they will know what they still want to learn about. Students will also use the give one get one cooperative learning about certain things that we have learned throughout this unit. The experience will be to create the iMovie that will represent a major event or chain of connected events in some detail. This will be run completely from the WebQuest. Students will be able to demonstrate political processes of different nations after WWII as well as go in depth about multiple events in the war. The students will self and peer asses via a rubric that the teacher will use to formally grade it. Feedback by teacher on product will come in the form of a rubric. **Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Visual, Musical, Logical, Kinesthetic, Interpersonal, Intrapersonal, Naturalist**

The students will self asses with the rubrics that will be posted on the WebQuest and they will be able to access them as soon as the WebQuest is assigned. Timely feedback will come in the form of a rubric from me that will be given back to the student the class after presentations. **Evaluate, Tailor: Verbal, Intrapersonal**

Content Notes

Students will know.....

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

As the students walk in and sit down they will be directed to watch my student sample of the project they have been building up to. Immediately after this we will go into working on the last of the topics that we have not covered in the last instructional period for the lesson. These include:

Giulino di Mezzagra

<http://en.wikipedia.org/wiki/Giulino>

A province in Italy where Mussolini died.

The village has passed into history because it is the place where Benito Mussolini and his lover Claretta Petacci were executed on April 28, 1945. The execution was carried out by local resistance fighters (partigiani), who had captured the dictator at Dongo (often erroneously considered to be the place where the execution actually took place).

Potsdam conference

http://en.wikipedia.org/wiki/Potsdam_Conference

The Potsdam Conference was held at Cecilienhof, the home of Crown Prince Wilhelm Hohenzollern, in Potsdam, occupied Germany, from July 17 to August 2, 1945. (In some older documents it is also referred to as the Berlin Conference of the Three Heads of Government of the USSR, USA and UK. Participants were the Soviet Union, the United Kingdom and the United States. The three powers were represented by Communist Party General Secretary Joseph Stalin, Prime Ministers Winston Churchill, and, later, Clement Attlee, and President Harry S. Truman.

Stalin, Churchill, and Truman—as well as Attlee, who participated alongside Churchill while awaiting the outcome of the 1945 general election, and then replaced Churchill as Prime Minister after the Labour Party's defeat of the Conservatives—gathered to decide how to administer punishment to the defeated Nazi Germany, which had agreed to unconditional surrender nine weeks earlier, on 8 May (V-E Day). The goals of the conference also included the establishment of post-war order, peace treaties issues, and countering the effects of the war.

Japanese instrument of surrender

http://en.wikipedia.org/wiki/Japanese_Instrument_of_Surrender

The Japanese Instrument of Surrender was the written agreement that enabled the surrender of the Empire of Japan, marking the end of World War II. It was signed by representatives from the Empire of Japan, the United States of America, the Republic of China, the United Kingdom of Great Britain and Northern Ireland, the Union of Soviet Socialist Republics, the Commonwealth of Australia, the Dominion of Canada, the Provisional Government of the French Republic, the Kingdom of the Netherlands, and the Dominion of New Zealand on the deck of USS Missouri in Tokyo Bay on September 2, 1945.

The date is sometimes known as Victory over Japan Day, although that designation is more

frequently used to refer to the date of Emperor Hirohito's Gyokuon-hōsō (Imperial Rescript of Surrender), the radio broadcast announcement of the acceptance of the terms of the Potsdam Declaration at noon Japan Standard Time on August 15.

German instrument of surrender

http://en.wikipedia.org/wiki/German_Instrument_of_Surrender

The German Instrument of Surrender ended World War II in Europe. It was signed by representatives of the Oberkommando der Wehrmacht (OKW) and the Allied Expeditionary Force together with the Soviet High Command, French representative signing as witness on 7 May, and signed again by representatives of the three armed services of the OKW and the Allied Expeditionary Force together with the Supreme High Command of the Red Army, French and US representatives signing as witnesses (see: Allies of World War II) on 8 May 1945. The date is known in the West as Victory in Europe Day, whereas in post-Soviet states the Victory Day is celebrated on 9 May, since it was signed after midnight Moscow time. In Germany, it is known as the Day of Capitulation (Tag der Kapitulation).^[1]

There were three language versions of the surrender document. The document states that only the English text is authoritative.

Italian instrument of surrender

<http://avalon.law.yale.edu/wwii/italy03.asp>

talk about link

Handouts

KWL chart

student questions for presentations

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: These students should enjoy this lesson because it allows them to keep well organized and on task through the WebQuest. **Microscope:** These students should enjoy the fact that they are getting to know and understand one topic in depth to a great extent.

Puppy: These students will enjoy this lesson because of the exploration of emotions directly related to the events that they are exploring.

Beach Ball: This lesson appeals to these students because they can do whatever they want in the newscast to meet the criteria which is fairly loose in the sense that they can do what they enjoy.

Rationale: The WebQuest and iMovie will ensure that all of these students are attended to.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative (Assessment for Learning)

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Section II – timely feedback for products (self, peer, teacher)

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Summative (Assessment of Learning):

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Rationale:

The exit ticket, prezzi, and iMovie will ensure that all students are adequately assessed in a timely manner.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

(see Content notes)

MLR or CCSS:

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

Facet: Explanation

Rationale:

The students will know the end of the war and the as an impact of major enduring themes, and historic influences in the United States and world history. This will also be present in the content notes.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: The iMovie will consist of a lot of writing and talking. There will also be writing in the graphic organizer and the give one get one.

Logic: The iMovie will need some computer knowledge.

Visual: The iMovie will consist of many movie clips and images.

Musical: There is an option of incorporating music into the iMovie. **Kinesthetic:** The students could be moving around as a part of their iMovie.

Intrapersonal: The iMovie can be done individually or in groups.

Interpersonal: The iMovie will be done either by themselves or in groups of two or three.

Naturalist: The iMovie can be shot outside.

Type II Technology: The technology integration will come in the form of an iMovie where they will communicate the major events of WWII collectively as a class.

Rationale: All of the multiple intelligence strategies in this lesson come in the form of the iMovie and the WebQuest.

NETS STANDARDS FOR TEACHERS 1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: All of the nets standards will be present it the use of the WebQuest and the iMovie.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: All assessments will come in the form of technology in this lesson using the WebQuest as an outlet for the summative assessment.